DOCUMENT RESUME

ED 073 018 SO 005 370

AUTHOR	Liddle, P. H.
TITLE	The First World War as an Example of the Natural Link Between Teaching and Research.
INSTITUTION	State Univ. of New York, Stony Brook. American Historical Association Education Project.
REPORT NO	AHA-OP-73-1
PUB DATE	73
NOTE	6p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*History; Research Methodology; *Research Utilization; *Teaching; *World History
IDENTIFIERS	Documentary History; *World War I

ABSTRACT

Must there be a dichotomy between research and teaching? Believing that the two go hand in hand rather than at odds with each other the author illustrates how cooperation between both can take place. At the Suderland Polytechnic History Division, in which students are preparing for B. Ed. and Teaching Certificate work, students study the particular area of the First World War, using and contributing to the developing research archive resources of the Department in preparation of their dissertation which specifically focuses on one aspect of the war. Research work consists of collecting materials, assessing it for archival purposes, and producing sources of references. Emphasis is upon students gathering primary sources such as letters, diaries, photographs, papers, maps, and oral recollections of war experiences that relate to personal experiences in the war. Three purposes behind the work are to preserve a perishable record; to use materials informally in the schools in an effort to bring pupils to an understanding of the war; and to train students in the historical method. (SJM)

ED 073018

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

American Historical Association History Education Project

Occasional Paper Series

Dr. Eli Seifman, Series Editor

Occasional Paper #73-1

THE FIRST WORLD WAR AS AN EXAMPLE OF THE NATURAL LINK BETWEEN TEACHING AND RESEARCH

by
P.H. LIDDLE
(Sunderland Polytechnic, Sunderland, England)

Sd 005 370

American Historical Association History Education Project
The State University of New York, Stony Brook, New York
1973

PREFACE

In college and university circles the phrase "publish or perish" is so familiar that it is almost a cliche. The phrase itself--and certainly its too frequent use--so conditions our thinking that we begin to actually conceptualize an inherent dichotomy between teaching and research.

The consequences of such a conceptualization and attitude toward the relationship between teaching and research pervades higher education, and may well be reinforced by the "self-fulfilling prophecy." Some of us may not only have grown fond of our chains, but may have indeed even forged the very links themselves.

However, one of the little talked about (and perhaps "little done about") joys of being a college or university faculty member is the possibility of maximizing the relationship between one's teaching and research interests.

This Occasional Paper describes an individual and an institution which does not accept at "face validity" the assumption that teaching and research "must compete in mutual peril for the teacher's time and inspiration."

The editor hopes this manuscript will <u>open</u> the discussion and examination of the possible relationship between teaching and research, rather than merely <u>close</u> the discussion by waiving the banner of "publish or perish."

Stony Brook, New York E.S.

THE FIRST WORLD WAR AS AN EXAMPLE OF THE NATURAL LINK BETWEEN TEACHING AND RESEARCH

by

P. H. LIDDLE
(Senior Lecturer in History, Sunderland Polytechnic, Sunderland, England)

From University to school level teaching it is sometimes assumed that Historical research and teaching commitments must compete in mutual peril for the teacher's time and inspiration. Of course many examples can be cited of the reverse of this unnecessary state of affairs and at Sunderland Polytechnic in the History Division of the Education Department in which students are preparing for B.Ed. and Teaching Certificate work one area of specialism may be outlined to indicate the links between the three elements of research, the introduction of students to work in depth on a selected topic, and their professional preparation for work in schools.

The particular area chosen for close study is the First World War and all History students in preparation for their Certificate and B.Ed. Final Examination deal with this period as one of a number of essential areas of study for a Twentieth Century paper. Approximately half of the students of any one year choose an aspect of the war for the Dissertation or Long Essay section of their work for which they are able to devote a considerable percentage of their History time over 12 to 14 months. It is in this area that they come to use the developing research archive resources of the Department and indeed help to augment these resources in their own particular area.

In the same way that Teaching methods vary so of course do the methods of research according to the nature of the subject and the desired end product. The Economic historian's quantification from the rise and fall of prices and production, the concern of other historians with the psychological impact of events upon his subjects childhood, the attention others would pay to their subject's health, or to the influence of constitutional, legal, political, social, international issues, will all send the researchers to different types of evidence to be used with proper scepticism and corroborated by different evidence perhaps gained by different means from a very different source. It is perhaps only a certain kind of Economic Historian who would quarrel with the relevance of areas and methods of research other than his own. Here at Sunderland Polytechnic we define this particular area of our research work as being an attempt to gather relevant material, to access it properly for archive purposes, & to produce work for which our archives form one of a number of major sources of reference.

For over five years my students and I have been assiduously gathering original material relating to personal experiences in the war. Letters, diaries, photographs, army forms, private and official papers and maps covering every aspect of the war have been carefully accessed into suitably separate categories. The Domestic Front, Women's Involvement, Conscientious Objection, Intervention in Russia, East Africa, Italy, take their place alongside the more obvious areas of the Western Front, Gallipoli, Mesopotamia, Salonika, Egypt/Palestine, the RFC/RAF, the Merchant and Royal Navy. Though the emphasis of our research has been on personal experiences except for the B.Ed. students, all the above areas are supplemented by xerox copies of documents held in the Imperial War Museum, the Public Record Office, the Centre for Military Archives at King's College London and numerous City and County Record Offices.

In addition to this material we have under a carefully worked out format by means of various veteran associations (Old Contemptibles, Gallipoli, Salonika and Regimental Associations) and through the National and Local Press, managed to make contact with over two thousand veterans whose recollections we have secured in taperecorded, typescript or manuscript form. In this way we have got an astonishingly rich coverage ofrecollected personal experiences in many cases substantiated by original documents. As we have over 600 taperecordings, to pick out outstanding examples is an embarrassment but the 1914 Truce in original diary and taperecording, the first use of the flamethrower by the Germans at Hooge in 1915, the first Naval V.C. of the war (sinking of a Turkish battleship by torpedo), Western Front and Gallipoli V.C.'s of 1915, a women nursing in Belgium with Edith Cavell, survivors of the Kut disaster, of Jutland, a Bristol Fighter pilot, a V.C. at 3rd Ypres, and P.O.W. recordings are amongst the most outstanding. Perhaps the most interesting example of all lies in the tapes and boxfiles of letters diaries, photographs and other documents of a Cambridge family the head of which as a University lecturer pilloried the Pacifists and regularly spoke at recruiting rallies while one of his sons fought from August 1914 to 1917 on the Western Front before going to Italy, while another fought on the Western Front and then in Salonika. For good measure his two daughters, one at Dartford Physical Training College and one at Gypsy Hill College were both considerably committed to voluntary war work. The complete papers of this family provide a fascinating picture of the impact of the war on one household.

Strictly there are three purposes behind this work. Firstly,we are preserving permanently an extremely perishable record of the heritage of the ordinary man and women during a particularly significant period. I should add here that steps have been taken to ensure the eventual preservation on one site of all this material after the author's effective work is completed in time or by untimely intervention of the fates. Secondly,with care,suitable material is used informally as well as formally in schools,to help bring boys and girls to an understanding of the nature of the First World War in its impact on the individual. Thirdly,with a sense of responsibility the papers and tapes are used as one of a number of sources of material to prepare the student dissertations on aspects of the First World War. Of course to be aware of the pitfalls involved in the use of recollected material is a valid discipline for students training in historical method.

The material described above has been put to good use in many student dissertations on such topics as 'Reform put to the Test,' The British Soldier 1906 - to December 1914','The Disaster at Kut,''Women's War Effort in N.E. England,' 'The Case of Edith Cavell', and for the B.Ed. degree, 'Moral and legal aspects of Conscientious Objection', 'The concept and conduct of the Gallipoli Campaign', '3rd Ypres,an assessment of the Historical verdict.' The top copy of these dissertations is retained in the archives at the Polytechnic.

During this period, the author of this article has specialised in research on the Gallipoli Campaign, and with the invaluable help of students has gathered an astonishingly comprehensive documentary and recollected coverage of every aspect of the campaign which is the main source material for a book on Gallipoli to be published by Longmans. Research has taken him to Turkey to meet and taperecord Turkish veterans, confer with the official Turkish Historian of the Campaign and examine closely using original maps, the landing and fighting areas at Cape Helles, Anzac and Suvla. The first fruits of this work was an Exhibition held in Sunderland which attracted Gallipoli veterans from all over Britain and School-children and students from the North Eastern Counties. In addition to this a sound and colour film has been prepared on how the campaign has been studied and this has been in considerable demand. Though original material and recollections come in each week, a final major area of the work is now being undertaken and that is the visiting of French and German veterans who have been contacted by correspondence through French and German National and Local newspapers and veteran organisations.

In 1973 Longmans will be publishing for use in Schools and Colleges a large Archive Unit I have prepared on personal experience in 1914-18. Apart from selected taperecordings, a film strip, original maps, trench newsheets, examples of National and Local newspapers, folders of documents on the following topics, the Western Front, Gallipoli, The Sideshows or other Fronts, The Domestic Front, Conscientious Objection, Commendation, Casualties and Captivity, the RFC/RAF, the Royal Navy and a collection of letters from every Front written by parishioners of a small Gloucestershire village to their vicar, there will be work suggestions attached to each folder for school children of varied ability to use fully the source material before them. I certainly hope that 'War-time cake' and 'Lentil patties' from economy recipes, models of trench systems and various creative written or artistic work will be undertaken in schools as well as serious discussion of the issues raised by Conscription or costly failures in Western Front tactics.

To return to College work, all our History students are regularly involved in taperecording, model working, dramatic reconstructions, artistic work and display arrangment. Outside of Teaching Practice they work with school children in both class and group situations and it need scarcely be written that the 1st World War again provides a valuable though certainly not exclusive topic by which children can be introduced in a stimulating and practical manner to exciting work which allows them to develop varied talents in learning and discovering. Having seen students with Primary school children be-shawled in a ration queue gossiping of recipes without sugar and news from husbands in the trenches and seen students with secondary school children censoring letters from the Front and conducting a Court Martial for Cowardice in the Field, I have little doubt of the sincerity and enthusiasm with which children tackle this type of work nor indeed of the value to the group and to the individual of the shared experiences. For the student, mature or young the opportunity of personal research going hand in hand with professional training must surely add relevance to their academic work though I would prefer to justify it on less materialist grounds. Enthusiasm and dedication enrich the student teacher and we believe that our work provides an opportunity for the stimulation of these precious qualities.

May I conclude with what I trust does not appear too discordantly grasping a note. If any reader knows of the whereabouts of an interesting 1914-18 veteran or of 1914-18 papers I do hope he will be kind enough to get in touch with me.

P.H. Liddle,
Senior Lecturer in History,
Sunderland Polytechnic,
Education Department,
Chester Road,
Sunderland,
Co. Durham,
ENGLAND.